**ACSF Finer Grained Assessment Project**

**Pilot Project Outline**

**Owners:**

Deb Guntrip; Jo Crothers; Bruce Milne

**Location:**

Burnie

**Contact details:**

[debra.guntrip@tastafe.tas.edu.au](mailto:debra.guntrip@tastafe.tas.edu.au) [bruce.milne@tastafe.tas.edu.au](mailto:bruce.milne@tastafe.tas.edu.au) crothers\_d\_j@bigpond.com.au

**Roles:**

Deb Guntrip – workplace literacy teacher, assessor and learning resource developer

Jo Crothers – project assistant

Bruce Milne – observer and guide

**Project**

|  |  |
| --- | --- |
| **ASCF finer grained option** | **Y/N** |
| Focus Areas | **Y** |
| Performance Features |  |
| Text Types | **Y** |
| Support |  |
| Domains |  |

Blue Hills Honey (BHH) is engaged in a 26TEN project, in association with TasTAFE, to assist them with:

* training and support to develop technical writing and ICT skills for staff in relation to the development of:  
  - Induction resources  
  - Workplace procedures
* developing a range of plain English induction resources and safe work procedures to cover key areas of workplace production and associated tasks.

**Why was this option chosen? (In what ways does this option enable progress to be measured?)**

Clear, graphically rich and accurate procedures covering key areas such as induction, workplace safety and production are critical to a safe and productive workplace.

Previously, in many Tasmanian enterprises, external consultants were employed to write these procedures, often at great expense to the enterprise. Now, an increasing number of Tasmanian enterprises are seeking to build the core skills capability of their own employees to undertake these writing tasks. One such enterprise is Blue Hills Honey. Our project will focus on three BHH employees selected by the company to develop standard operating procedures. These employees have in-depth job knowledge, but inadequate digital literacy skills and very limited experience in writing procedural texts.

**Our approach**

**Domain:** Workplace and Education

**Text Type**: Procedural

**Core Skills:** Learning, Reading, Writing, Oral Communication

The core skills of Learning, Reading, Writing and Oral Communication are all vital when writing workplace procedures. However, for the purpose of this project, we will concentrate on measuring progress in the core skill of Writing and we have selected three of the most essential Focus Areas from each of the Writing indicators. They are:

**Indicator 3.05**: *Communicates relationships between ideas and information in a style appropriate to audience and purpose*

**Selected Focus Areas:** Audience and Purpose; Structure and Cohesion; Plan, Draft, Proof and Review

**Indicator 3.06** *Selects grammatical structures and conventions appropriate to the text*

**Selected Focus Areas:** Vocabulary; Spelling; Legibility

Our planned approach is expected to provide direct evidence of progress in using an appropriate text type (procedural) within the ACSF Domain of *Workplace and Employment.*

An individual literacy needs analysis will be undertaken with participants in the early stages of the project to identify focus areas requiring literacy support. Participants’ responses from this needs analysis will be used to guide subsequent training activities and establish a benchmark for demonstrating progress against the ACSF PVG.

Literacy training will include provision of:

* models of best practice
* guided practice in procedural writing
* one-to-one and small group ICT support focussed specifically on template design, consistency in formatting and using graphics to emphasise key points in procedural documents
* learning resources, tailored specifically to BHH template requirements for procedural documents
* 1:1 general literacy support in areas such as spelling and grammar

**What will constitute progress?**

Observable improvements from writing predominantly narrative text with few procedural text features, to producing procedural texts with:

* increasingly proficient use of a range of graphics
* improved use of appropriate language, correct grammar and spelling
* improved sequencing
* improved consistency in the formatting of documents across various sectors of the workplace (e.g. production, packing, warehousing, workshop and administration)

**How will we demonstrate progress?**

**Current situation**

The procedural writing of the pilot project participants is currently judged to be consistent with ACSF performance Level 2.

**Evidence to support this judgement**

* Feedback from employers regarding present performance levels of participants and support needs
* Analysis of early examples of participants’ work
* Results from the initial LNA regarding participants’ recognised support needs
* Analysis of the ACSF Performance Variables Grid and Level 2 and Level 3 Writing Indicators/Focus Areas

**Expected progress following literacy training**

In order to write enterprise-based procedures at the required level, participants will need writing skills consistent with ACSF performance Level 3.

Evidence we will collect to demonstrate participants’ progress from the present Level 2 to the desired Level 3 in the selected Focus Areas will include:

* Comparison of responses from participants’ initial and final LNA in relation to support needs
* Responses from participants’ self-assessment on performance improvements
* Comparison of work produced across the period of the pilot project and mapping against ACSF Focus Areas/PVG (undertaken by assessor and participants)
* Employer appraisal and feedback
* Regular peer evaluation and continuous improvement discussions/revisions within the enterprise

**How will we record progress**

We will do this on an individual progress record for each participant by:

* Tracking progress through on-going evidence gathering processes
* Recording any changes in support needs and improvements in performance

**Who will we work with**

Selected BHH employees and management

**For how long**

5 months

**Pilot Project Milestones** (dates are indicative):

|  |  |  |
| --- | --- | --- |
| **Milestone** | **People** | **Complete by** |
| Develop ACSF aligned literacy support needs analysis | Deb, Jo | March 2014 |
| Consult with BHH management/participants; outline pilot project plan and their anticipated involvement. | Deb | April 2nd |
| Conduct literacy support needs analysis | Deb | April |
| Collect samples of procedures created by participants before literacy training | Deb | April |
| Map original sample procedures to ACSF Focus Areas/PVG to determine ACSF levels. Record outcomes | Jo, Deb | April |
| Map literacy needs analysis responses to ACSF Focus Areas/PVG to determine ACSF levels | Jo, Deb | April |
| Commence literacy training | Deb | April |
| Interim project report and check in | Deb, Jo | Late May |
| Collect mid-project procedures to check for improvement/inform continuing training activities | Deb | Late May |
| Develop tailored self assessment tool | Jo, Deb, Bruce | June |
| Complete literacy training | Deb | June |
| Conduct self assessment with participants. Record outcomes | Deb | June |
| Collect sample documents for final analysis | Deb | June |
| Map all gathered sources of evidence to ACSF Focus Areas/PVG to determine if progress has been made. Record outcomes | Jo, Deb | June |
| Final project report | Deb, Jo, Bruce | July |

**Include: Interim Project Report and Check-in**(brief project update and discussion with Project coordinators Michael Christie and Jennifer Dunbabin. Philippa McLean can advise via Michael and Jennifer).

**Final Project Report** (Findings to be reported to Project coordinators. A final post-project workshop may be held).